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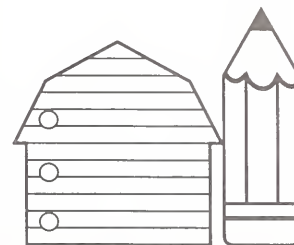
Ag in the Classroom

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Notes

United States
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New Cranberry Materials Won't Bog Teachers Down

Few fruits can trace their roots to North American soil. A new kit of teaching materials introduces students to one of them—the cranberry. All 'Bout Cranberries also teaches language arts, math, science, history, and geography.

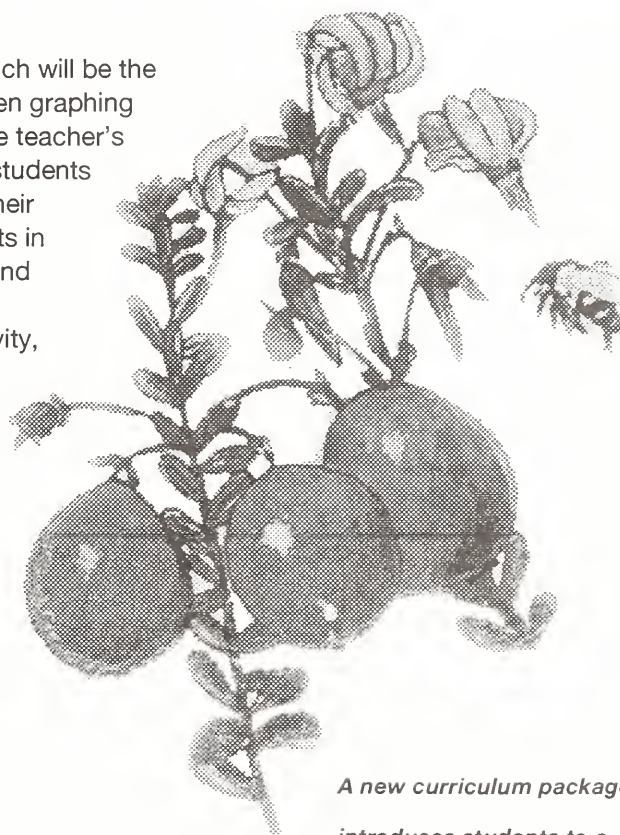
The kit includes 15 reproducible activity sheets. The materials were designed for use in grades K-8. Many include specific suggestions so they can be adapted for use with older students.

For example, a probability and graphing exercise has students tasting

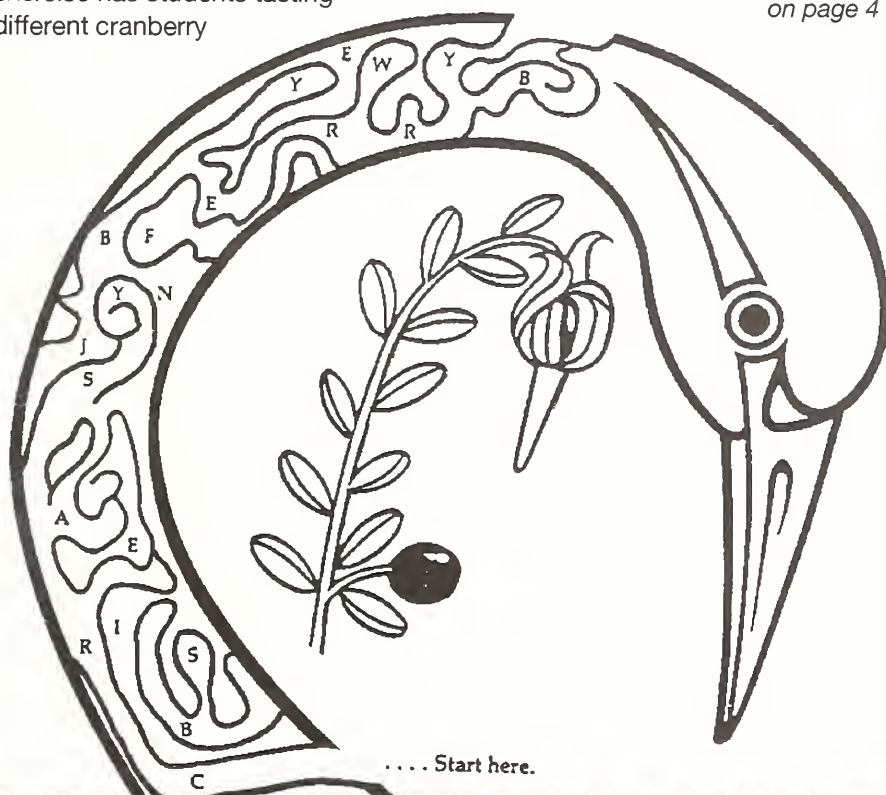
drinks, predicting which will be the class favorite, and then graphing the actual results. The teacher's guide suggests that students in grades 4-6 show their predictions and results in fractions, decimals, and percentages.

For a science activity, students create their

*Continued
on page 4*



*A new curriculum package
introduces students to a
native American fruit, the
cranberry.*



EDITOR'S NOTE:

This issue of "Notes" provides you with an opportunity to obtain gardening grants for teachers involved in your program and to get involved with World Food Day. It is our intent to provide you with appropriate lead time to utilize this information.

The article reprinted with permission from the PTA is included to alert you to questions raised about commercially produced materials. Some of the materials used in your programs may fall into this category. Please be alert to these concerns and prepare responses appropriate for your own state program.

The 1994 National Conference was a great success thanks to many willing conference speakers, state contacts and workshop presenters! Thank you for your assistance in making it a great conference. If you have suggestions for the 1995 Conference, please share them with the national office.

Book Corner: Book Shows Children How Cheese Gets on the Pizza

Editor's Note: Many elementary school teachers are now interested in thematic teaching—using children's books as the basis for classroom instruction. This is a particularly fruitful way to incorporate agricultural messages into primary grades. This section of Notes will inform readers of new, high-quality children's literature with an agricultural focus. Every Friday on their Grantsburg, Wisconsin, dairy farm, Cris Peterson and her family make pizza.

What's so unusual about that? Nothing—except for the fact that the cheese for the pizza comes from their own cows. And because Cris is not only a mother and a farmer, but also a children's author, other children can now learn how their favorite pizza topping came to be.

It's all recorded in *Extra Cheese, Please!*: *Mozzarella's Journey from Cow to Pizza*, published by Boyds Mills Press and aimed at younger readers. The book tells the story of how mozzarella cheese winds up on the top of a pizza, beginning way back at the moment a calf is born and its mother first gives milk. It is an accurate account, told in a kid-friendly way, of real people producing real food—a true picture of agriculture in America.

Peterson's personal and informative text explains the process of making cheese in a simple and engaging way. Photography by Alvis Uptis capture moments on the farms with the cows and the calves and reveal an inside view of the cheese making process. The book even includes Peterson's own recipe for pizza.

Extra Cheese, Please! is also the story of Annabelle, one of the 40 Holstein cows that the Petersons milk every day. Cris and Gary Peterson and their three children operate a 300-acre farm that was homesteaded by Gary's great-grand-

Extra Cheese, Please!



BY Cris Peterson PHOTOGRAPHS BY Alvis Uptis



mother in 1877. All five of them share in the work, which allows Cris to pursue a writing career.

Extra Cheese Please!: *Mozzarella's Journey from Cow to Pizza* is an 8" x 10" picture book for ages 4-8. Boyds Mills Press books are distributed by St. Martin's Press. Hardcover price is \$14.95 in the U.S. and \$21.00 in Canada. ISBN: 1-56397-177-1. Ask for information on the teacher's guide now being developed.

*Cris Peterson, a dairy farmer, mother and author, tells the story of cheesemaking in **Extra Cheese, Please!***

Teacher's Daffodil Dream Becomes a Beautiful Reality

"A bulb is a promise," Mary Jane Ogmundson believes. Last year, she promised her third grade students that they could make their home town of Danbury the Daffodil Capital of New Hampshire. A year and more than a thousand bulbs later, the class is well on its way to meeting that goal.

Although Ogmundson's classes have always had a garden, she had never before concentrated on a single flower. As she began to plan her year's activities, however, she knew that she wanted a project that could help her students take pride in their community, encourage them to work together, and let them know "that they make a difference," she said.

The children wrote letters to bulb companies asking for donations. They used map-reading skills to keep track of where their letters went. Companies as far away as Holland responded by sending bulbs or small donations.

Ogmundson then asked her parents for help. (She may be the only teacher in North America who asks parents for donations of manure.) Students and parents held planting parties to get all the bulbs into the ground.

Then came the hardest lesson of all—waiting for the bulbs to bloom. "I think one of the main things that we've learned," Ogmundson said later, "is that everything is not immediate. Some things in life you have to wait for."

While waiting, students incorporated the study of daffodils into virtually every subject area. They wrote poems. They sang songs. They learned vocabulary words. They did daffodil math.

Finally, when the yellow flowers were in full bloom, the class sponsored Daffodil Day. By this time, the project had captured the attention of the entire community, so many people joined in the festivities. Proceeds from the day went for—what else?—more bulbs.

Students learned a lot about daffodils, of course. But they learned even more

about making a dream come true. This spring, Mary Jane Ogmundson was named the Teacher of the Year by the New Hampshire AITC program. She was also recognized by the New England/New York Consortium for Ag in the Classroom and was a featured speaker at the National Conference.



Third grade teacher Mary Jane Ogmundson and her students are transforming their home town into the Daffodil Capital of New Hampshire.

CRANBERRY From page 1

own bog using modeling clay, gravel, peat moss, and sand. In the process, they learn how wetlands store and purify water and help to maintain the water table.

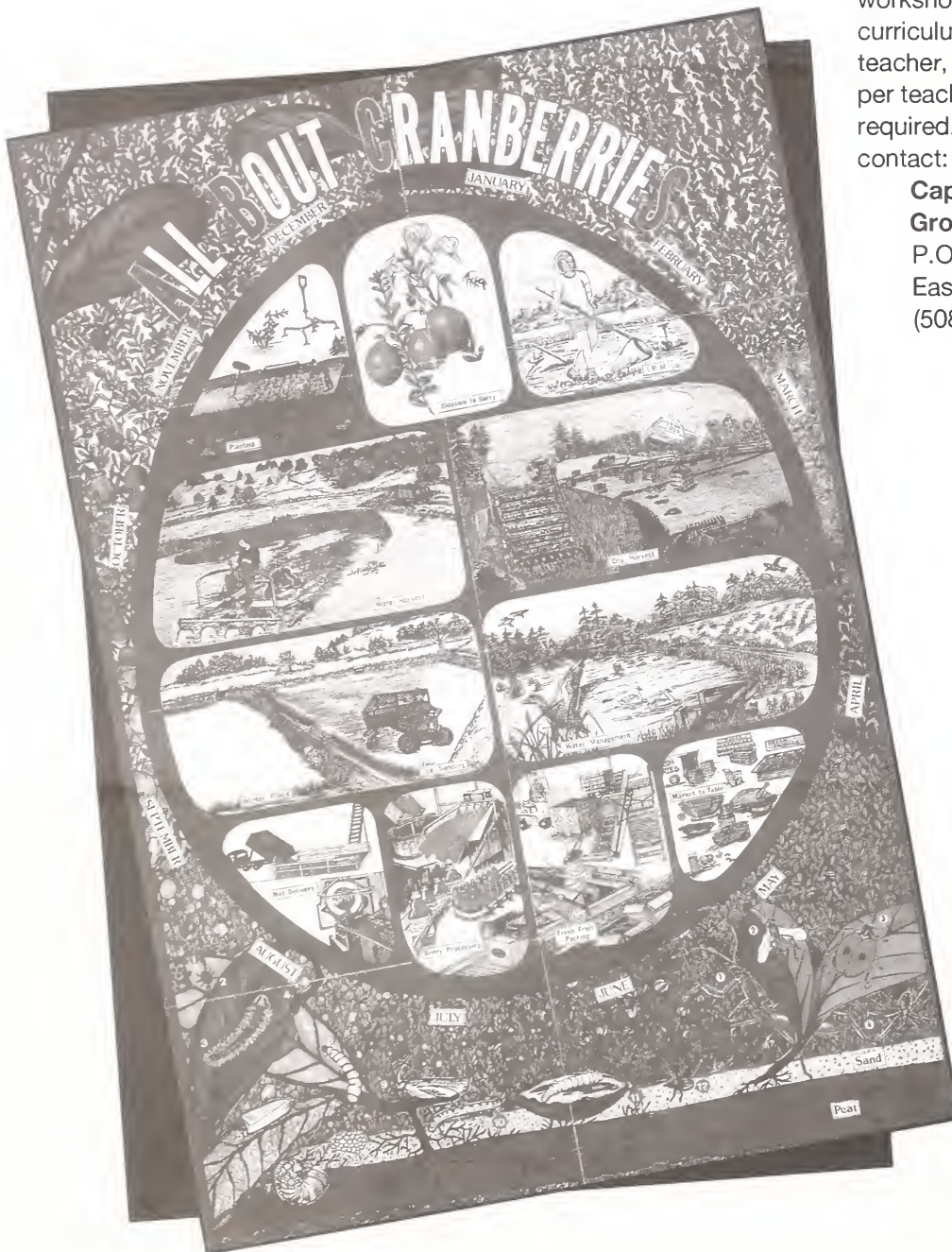
Another activity fosters higher-level thinking skills. Students draw dilemma cards, each one outlining a real-life dilemma that might face a cranberry farmer—for example, "Cranberry vines must be kept as healthy as possible during extreme temperature changes [both hot and cold]." The card lists several alternatives for the

students to consider: Flood the vines in winter, sprinkle the vines on cold spring and fall nights, irrigate the vines in the early morning on hot summer days. After researching the problem, students then report on which solution they think is best . . . and why.

A four-color poster accompanies the teaching kit. It shows the process of growing cranberries throughout the year. Students also learn how this popular fruit moves from the cranberry bog to the kitchen table.

Kits are \$20, which includes postage and handling. The association also conducts teacher workshops, "Cranberries 101," on using the curriculum in the classroom. Cost is \$15 per teacher, which includes one curriculum packet per teacher, with a minimum of ten teachers required. For more information or to order a kit, contact:

**Cape Cod Cranberry
Growers' Association**
P.O. Box 730
East Wareham, MA 02538
(508) 295-4895



“Water for Life” Is the Theme for 1994 World Food Day

The sixteenth annual World Food Day will be observed this year on October 16. The theme for this year's celebration, which is sponsored by the United Nations Food and Agriculture Organization, is “Water for Life.”

Schools mark this special observance by involving students in a variety of food-related activities. Many schools, for example, sponsor food drives for area food banks. School food service programs may also be interested in planning and carrying out a special project to mark the day, since World Food Day falls in National School Lunch Week.

The U.S. National Committee for World Food Day has prepared a number of free materials to help teachers plan classroom activities. Two national teleconferences have also been planned.

The first teleconference, “Sharing Water: Farms, Cities and Ecosystems,” will feature a panel of international experts discussing issues of public access and water safety. Following the presentations, viewers will be encouraged to call in their questions. The program will be broadcast live on Friday, October 14, from noon to 3:00 p.m. Eastern Time.

Although this teleconference is aimed primarily at students in colleges and universities, a

“growing number” of high school teachers have linked up in the past, according to Patricia Young of the U.S. National Committee. She suggested that environmental classes and clubs might be particularly interested in this year's topic. Study/Action packets that provide background for the teleconference will be provided to all participating sites.

A second teleconference, to be held on the TI-IN Network, will be designed to help younger students understand important water issues. At press time, however, no further details were available.

To receive free materials for World Food Day, contact:
**U.S. National Committee
for World Food Day**
1001 22nd Street NW
Washington, DC 20437

Please specify a grade level and indicate whether you have requested information in the past.



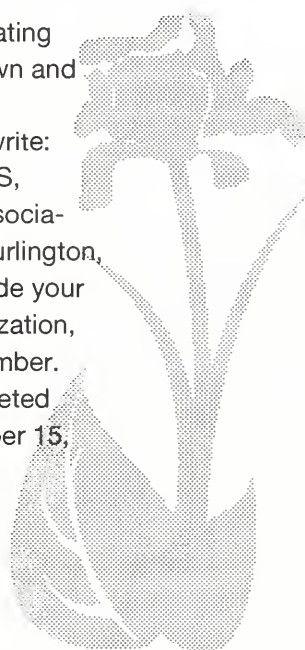
Youth Gardening Grants Available

In an era when too many children believe that food comes from grocery stores, teachers have found that school gardening projects are one way to increase agricultural literacy. The National Gardening Association will make grants of tools, seeds, plants and garden products available to 300 winning applicants through its Youth Garden Grants Program.

Programs involving at least 15 children between the ages of three and 18 are eligible. Consideration is given for educational, social or environmental programming; sustainability; community support; strong leadership; need and innovation. In 1994, schools, youth groups and community organizations each received more than \$500 worth of materials and products

contributed by participating companies from the lawn and garden industry.

For an application, write: Garden Grants Dept. PS, National Gardening Association, 180 Flynn Ave., Burlington, VT 05401. Please include your name, school or organization, address and phone number. The deadline for completed applications is November 15, 1994.



Grants to support youth gardening projects are available through the National Gardening Association.

Questions To Ask About Advertising, Marketing Programs, and Curriculum Materials in Your School

Reprinted from PTA Today Magazine
Whether you are a teacher making decisions about which supplementary materials to use in your classroom . . . or are working with an organization developing school-directed materials . . . you will want to take note of the important issues raised in this article. The PTA, with six million members, is the nation's largest parent organization.

Does the advertising message contradict or undermine the school curriculum?

For example, ads for candy bars and fast food promote the consumption of high fat, high salt and high sugar foods at a time when curriculum based on the best available information on nutrition and health will advocate eating low fat, low salt and low sugar foods.

Does the advertising or marketing program take student (or teacher) time and attention away from the curriculum?

Most school-based marketing programs require both teacher and student time.

Question what the marketing program costs in terms of teacher salaries or time away from classroom tasks. What is the impact of

activities on student learning opportunities? If they distract students from them or take their place, then they carry a very high education cost.

Is advertising a part of school-based television or radio programs or computer programs, or is it displayed on wall posters or "learning" materials?

If so, has the nonadvertising content been reviewed for its relationship to the school's curriculum. For example, most posters with advertising messages have very attractive artwork and graphics and may be used in schools because they "look nice." Regardless of appearance, nothing containing advertising should be considered for school use unless teachers at the school have reviewed it and can clearly explain how the editorial material it contains relates directly to the curriculum and why the information cannot be presented to the students in another way without advertising.

Is the advertising displayed in classrooms and hallways taking the place of student materials?

It is good educational practice to involve students with their school and its curriculum by prominently featuring their work in as many ways as possible. Most of the material hung on walls should be produced by the students in the classroom. The same applies to school corridors and public places. The display of commercially produced materials in classrooms and corridors can reduce the opportunities for students to actively participate in their school and the curriculum.

Are the materials supplied by special interests subject to review for their accuracy and relevance?

In many schools a teacher may decide to use any free material supplied by a corporation, trade association or other special interest with no further review required. If these materials represent a valuable contribution to the learning environment of the school, there should be no objection to giving them the same kind of review given to text materials.

Can the materials that contain advertising messages be used without the advertising?

Some of the advertising materials used by teachers contain content that might be useful if the advertising messages were removed. Suggest to the principal that school policy should require that advertising messages be removed. The use of corporate logos on such materials should also be questioned. The organization sponsoring the materials should not object if its motivation behind the materials is to contribute to the school program.

Do children who choose to do so have the right not to be subjected to advertising messages, marketing programs or special interest curriculum materials?

Children are required to attend school because what they learn in school is considered essential to their success as well as the well-being of our nation. Few would argue that placing advertising messages in front of children is essential or relevant to our nation's well-being. Schools that allow such things should also allow students to opt out without any pressures or threats.

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Alex Molnar is professor of curriculum and instruction at the University of Wisconsin-Milwaukee.

Send Us Your Newsletter

Newsletters are one of the most effective ways to communicate with supporters of Ag in the Classroom. In an upcoming issue, we'd like to feature your newsletters. Please send a copy of your most recent newsletter to the AITC office. Also please take a few minutes to jot down answers to these questions:

- ***How often is your newsletter published?***
- ***Approximately how many copies do you mail?***
- ***How can people get on your mailing list?***
- ***Who is currently on your mailing list? (Teachers, funders, agriculture organizations, etc.)***
- ***What is the biggest benefit of your newsletter?***

Ag in the Classroom---State Contacts

The individuals listed here are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

Alabama

Ms. Jane Alice Lee
2101 Bell Road
Montgomery, AL 36117
205-272-2611

Ms. Brenda Summerlin
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PO Box 3336
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205-242-5872

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PO Box 2889
Palmer, AK 99645
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303-239-4114

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Waitley Associates
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Illinois Farm Bureau
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1701 Towanda Ave
Bloomington, IL 61702-2901
309-557-2219

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207-622-4111

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MA Farm Bureau Federation
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Michigan State University
East Lansing, MI 48824
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406-727-5045

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402-421-4400 ext 2002

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Nevada AITC Task Force
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Sparks, NV 89431
702-853-5696

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Ms. Mary Kaufhold
New Hampshire Farm Bureau
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Concord, NH 03301
603-292-1234

New Hampshire

Ms. Lynne Blye
Dept. of Agriculture
Callor Box 2042
Concord, NH 03302
603-271-3696

New Jersey

Ms. Maryann Hutson
NJ Dept of Agriculture
CN 330
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& Agriculture
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809-773-0758

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